

VISIT...

LANZAROTE
Caliente.COM

MATERIALS

 Workmat;
 Counters

 Game cards;
 Game board;
 Markers

Segment and Blend Phonemes


5–8 minutes

Say the word *horse* sound-by-sound: /h/ /ôr/ /s/. Ask the child to blend the sounds together to say the word. Repeat with the word *pound*: /p/ /ou/ /n/ /d/. After the child has blended the word, have him/her tell you how many sounds he/she hears in the word (4).

Say the following words one at a time. Have the child repeat each word, segment the sounds, and tell you how many sounds he/she hears in each word.

tutor: *bloom*; **child:** /b/ /l/ /ôo/ /m/ (4)

tutor: *stood*; **child:** /s/ /t/ /ôo/ /d/ (4)

tutor: *choice*; **child:** /ch/ /oi/ /s/ (3)

tutor: *think*; **child:** /th/ /i/ /n/ /k/ (4)

tutor: *drink*; **child:** /d/ /r/ /i/ /n/ /k/ (5)

Give the child the workmat and counters. Say the word *branch*. Have the child tell you how many sounds he/she hears in the word (5). Have the child choose the appropriate set of boxes on the workmat and push a counter into each box for each sound he/she hears in the word *branch*. If the child has difficulty, demonstrate how to push the counters as you say the sounds: /b/ /r/ /a/ /n/ /ch/.

Repeat the steps with the following words: *champ* (4), *fine* (3), *strain* (5).

Name each picture with the child: *ace, ant, bell, bird, coin, corn, gloves, grapes, lion, pump, screw, shelf, tea, toe, tree, zoo*. Shuffle the cards and stack them picture side up. Have the child draw a card, name the picture, and say how many sounds he/she hears in the word. Have the child turn over the card to check the number of sounds. If the child is correct, he/she can move as many spaces on the game board as there are sounds in the word. If incorrect, the child cannot move. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Manipulate Final Phonemes


3–5 minutes

Say the word *bet*. Tell the child that you can make a new word by replacing the /t/ sound at the end of the word with the /g/ sound. Say the new word: *beg*. Have the child change the /g/ at the end of *beg* to /st/ and tell you what new word he/she has made (*best*). Then have the child change the /st/ in *best* to /lt/ and tell you the new word (*belt*).

Have the child make new words by changing:

the /b/ sound in *cab* to /mp/: *camp*

the /mp/ sound in *camp* to /st/: *cast*

the /st/ sound in *cast* to /sh/: *cash*

the /sh/ sound in *cash* to /t/: *cat*

MATERIALS

Read-aloud
book

Then have the child make new words by changing:

the /t/ in *chant* to /s/: *chance*

the /t/ in *mat* to /sh/: *mash*

the /th/ in *path* to /k/: *pack*

the /p/ in *strap* to /nd/: *strand*

Manipulate Medial Phonemes



3–5 minutes

Say the word *men*. Tell the child that you can make a new word by replacing the /e/ in the middle of the word with the /a/ sound. Say the new word: *man*. Have the child change the /a/ in the middle of *man* to /ē/ and tell you what new word he/she has made (*mean*). Then have the child change the long /ē/ sound to long /ō/ and say the new word (*moan*).

Have the child make new words by changing:

the /i/ sound in *stick* to /a/: *stack*

the /ô/ sound in *malt* to /e/: *melt*

the /oi/ sound in *join* to /ū/: *June*

the /ô/ sound in *fought* to /ē/: *feet*

Optional Listening Activity

Read the book *Horrible Lori* or a title of your choice to the child. Show the child the cover illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words with the /ôr/ sound as in the words *horrible* and *Lori*. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask: *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Does Lori remind you of anyone you know? Who? What were some of the things that Lori did? How was the problem of Lori solved?*

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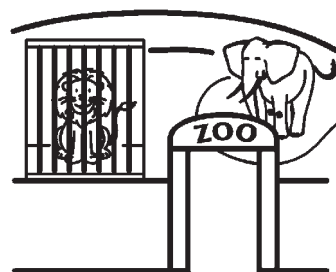
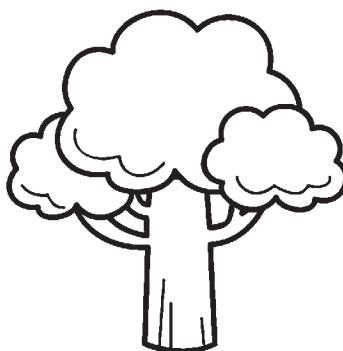
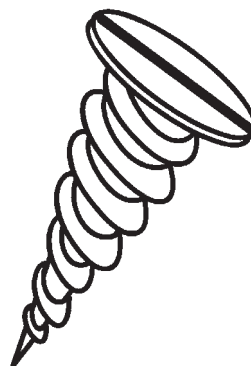
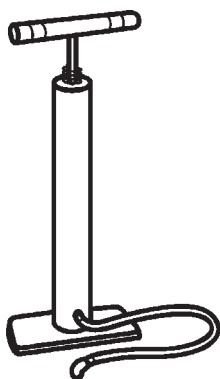
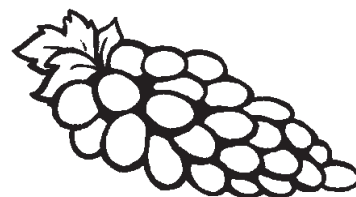
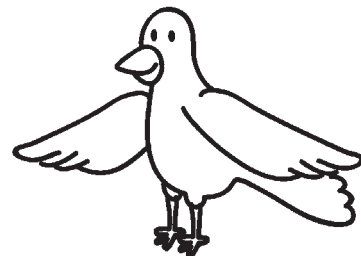
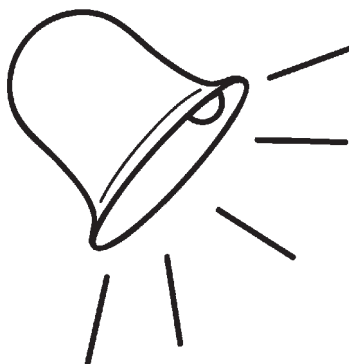
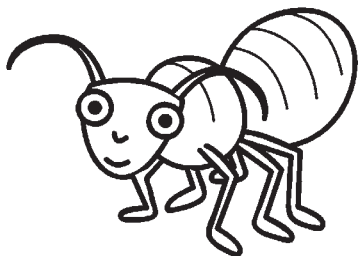
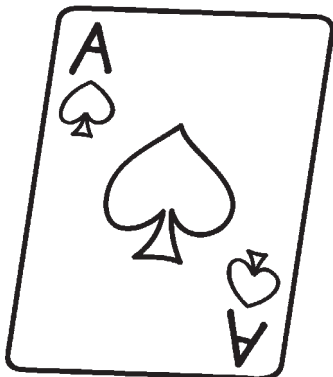
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Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Phonological Awareness

Game Cards (FRONT)

Lesson 30



Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Phonological Awareness

Game Cards (BACK)

Lesson 30



3

3

3

2

5

5

3

3

4

4

4

4

2

3

2

2

